
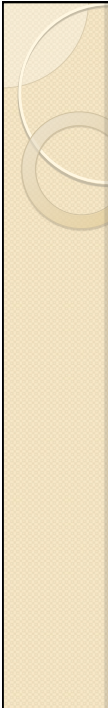


SIG District Action Plan Overview

SIG "Boot Camp"
July 18 – 20, 2010

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Denise Juneau, State Superintendent
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The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.



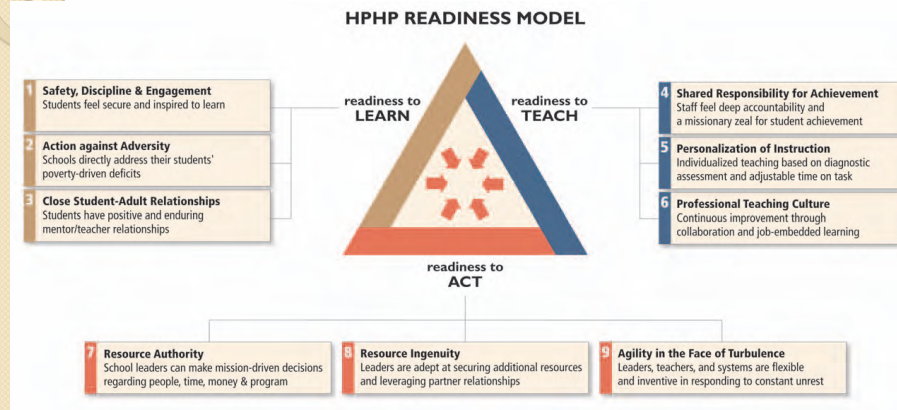
SIG Grant Basics:

- Three-year grant
- Year One plan developed this summer, on going progress monitoring & development of Year Two plan beginning in Spring of 2011
- Collaboration will continue throughout the summer to develop the best district action plan

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High Performing-High Poverty Schools Readiness Model



Core Plan Elements

- Required
- Permissible

Required Plan Elements

Provide Quality Professional Development (Plan Section 1)

- Excellent teachers & administrators are key to success; skill-building & a supportive environment are critical
- Each district will have a Curriculum & Instruction Leader to help guide the professional development plan
- Task: Review existing PD activities and work with OPI to further develop key priorities based on district needs (PIR days)

Plan Teacher & Principal Evaluation (Plan Section 1)

- Fair, transparent evaluation systems built collaboratively give teachers & staff support to improve
- Task Force formed this summer
- First meeting: June 25, 2010 in Billings
- Task: Two representatives (teacher & administration) will serve on the Task Force

Continuous Use of Data (Plan Section 2)

- Student data allows teachers to continually adjust and respond to students' needs
- OPI will help to identify data collection tools and provide professional supports, including student assessment plan before school starts
- Each district will have Transformation Leader & Curriculum/Instruction Leader to help support the data collection & analysis

Increased Instructional Time (Plan Section 3)

- Students need more quality learning time & teachers need more staff planning, peer support and collaboration, and professional development time
- Each district will have OPI support for development of extended learning time, school schedules and teacher collaboration
- Schools are currently revamping schedules



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Provide Flexibility & Support (Plan Section 4)

- School systems need to be responsive and flexible to get the job done
- OPI is providing staff and resources (financial & technical) to each district
- We will work with each district to identify and build sustainable management strategies for long term success



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Permissible Plan Elements

Community Partnerships (Plan Section 3-A)

- Schools do not operate in isolation of the community they serve; communities have a responsibility & opportunity to help improve the school
- Each district will have a community liaison to help network parents, families and other organizations/entities & a state coordinator
- Best practices on parent/community involvement will be pursued

Extending the Learning Day (Plan Section 3-B)

- Vibrant after-school activities offer students the opportunity to connect to core interests, mentoring/advisory periods help build healthy relationships
- The community liaison to help build local programming
- Best practices on extended learning activities will be pursued

Improving School Climate & Well Being (Plan Section 3-C)

- Students and adults must feel safe and supported to learn & grow
- OPI is partnering with IERS, MBI & DPHHS to develop on-the-ground supports
- The Transformation Leader & an MBI coach will help to support compassionate schools
- MBI coaches are working this summer on student handbooks

Expanding to Early Education (Plan Section 3-D)

- Connecting to Head Start & other early childhood supports helps give kids the support they need to thrive
- Best practices on early education linking will be used, including Early Reading First collaboration
- Each district will have a community liaison to help develop & sustain connections with early education providers



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SIG next steps

- Review District Action Plans
- Develop work plans based on DAPs
 - BEGIN work on mentoring, community partnerships, incentives: research based
- Plan for new staff to introduce themselves to local districts
- Establish communication infrastructure to support OPI professional learning community



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